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ABSTRACT

The purpose of this Child Development Associate (CDA) training module is to help trainees develop social studies experiences that will help children learn more about their family, school and community. Topics covered include lessons, activities and environmental conditions that can be used to provide social studies experiences for young children, as well as ways to encourage cognitive development in children by providing opportunities to compare, contrast, classify and see patterns. Instructional and behavioral objectives for learning activities are given. The module contains materials for both teacher and trainee. Teacher materials include directions for pre-testing and field supervision, a resource person activity list, and guides for student activities. Student materials consist of pre- and post-tests, a glossary, an activity record, directions and 13 lessons. (Author/RH)

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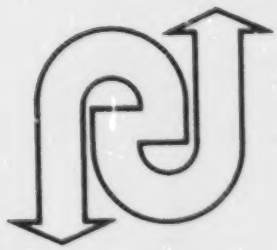
CHILD DEVELOPMENT ASSOCIATE TRAINING PROGRAM

UNIT III

DEVELOPMENT OF COGNITIVE SKILLS IN YOUNG CHILDREN

Module 2

BEGINNING SOCIAL STUDIES DEVELOPMENT WITH YOUNG CHILDREN



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THE CHILD DEVELOPMENT ASSOCIATE TRAINING PROJECT

Unit III

DEVELOPMENT OF COGNITIVE SKILLS IN YOUNG CHILDREN

MODULE 2

BEGINNING SOCIAL STUDIES

DEVELOPMENT WITH YOUNG CHILDREN

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Unit III

Module 2

Trainee Directions

Unit 3

DEVELOPMENT OF COGNITIVE SKILLS IN YOUNG CHILDREN

Module 2

BEGINNING SOCIAL STUDIES DEVELOPMENT WITH YOUNG CHILDREN

Purpose of Module

The purpose of this module is to help trainees:

1. Develop social studies experiences that will help a child learn more about his family, his school and his community.

2. Learn some lessons, activities and environmental conditions that can be used to provide social studies experiences for young children in a preschool center.

3. Learn how to incorporate the general skills of comparing, contrasting, classifying and seeing patterns into social studies experiences provided for young children.

4. Plan and develop social studies experiences that give children opportunities to develop some cognitive skills.

Unit III

Module 2

COMPETENCIES

1. The trainee can offer opportunities in an informal instructional setting which enables the children to assimilate social studies content.

2. The trainee can demonstrate the ability to apply the cognitive development skills within informal social studies experiences in a preschool classroom.

3. The trainee can structure, conduct or assist in providing opportunities for children to communicate with familiar people to ask questions, form hypotheses and gather information about their functions, activities and relationships.

4. The trainee can demonstrate the ability to apply language and cognitive development skills to a social studies context.

Unit III

Module 2

INSTRUCTIONAL OBJECTIVES

Entry Level

The trainee will know some lessons, activities and environmental conditions which help the child learn more about his family, his school and his community.

Intermediate Level

The trainee will know how to select social studies experiences which encourage the development of certain cognitive skills.

Mastery Level

The trainee will be able to demonstrate the ability to incorporate cognitive development skills within informal social studies experiences in a preschool setting.

The trainee will be able to plan, develop and carry out a lesson, an activity or an environmental condition related to a specific social studies content that provide young children an opportunity to assimilate some aspect of a social studies program.

Unit III

Module 2

BEHAVIORAL OBJECTIVES

Entry Level

Given a list of lessons, activities and environmental conditions, the trainee will be able to correctly identify 80% of the items which help a child learn about his family, his school and his community.

Intermediate Level

The trainee will specify a social studies area and develop a lesson plan for a specific topic in this area which provides children with a social studies experience and an opportunity to help develop a specified cognitive skill with 75% accuracy.

Mastery Level

The trainee will plan and develop a series of lessons, activities and environmental conditions and teach a lesson, that provide social studies experiences and opportunities for development of a cognitive skill in one specific area for young children with 75% accuracy.

Unit III

Module 2

Trainee Directions

PRETEST

If ... you think you may already know how to do the things in this module:

1. See the Resource Person and describe why you think you may already know to do these things.

2. Review the pretest with the Resource Person and decide with the Resource Person if you will try it.

If ... you do not wish to take the pretest, or do not know how to do these things:

1. Fill out the cover sheet for this module.

2. Read the glossary.

3. Begin work on Activity 1.

Unit III

Module 2

Resource Person Directions

PRETEST

EQUIPMENT AND MATERIALS

Trainee

Activity Folder U3-M2-PT

Resource Person

Answer Key

DIRECTIONS

Trainee

1. Read the directions and complete Part A of the pretest.

2. Give your pretest to your Resource Person when you have finished.

3. You have three hours to complete Part A of the pretest.

Resource Person

1. Read trainee directions.

2. Score pretest with Answer Key when trainee is finished

Unit III

Module 2

Pretest

ANSWER KEY

PART A

9 Pts 1. Family
School
Community

12 Pts 2. Comparing
Contrasting
Classifying
Seeing patterns

9 Pts 3. Listed three topics related to the area of social studies selected

30 Pts 4. Selected one topic and one cognitive skill and satisfactorily completed all of Item 4 under the trainee directions.

20 Pts 5. Trainee should be able to tell how the lesson plan, activity, and environmental conditions are related to each other and to the topic.

- - - - -

Unit III

Module 2

Pretest

ANSWER KEY

PART B

Trainee should not be permitted to do Part B unless he has a score of 70 for Part A.

20 Pts 6. Trainee should be able to teach the lesson from the lesson plan she wrote.

MASTERY - Trainee must have a score of 90 or better.

Unit III : DEVELOPMENT OF COGNITIVE SKILLS IN YOUNG CHILDREN

Module 2 : BEGINNING SOCIAL STUDIES DEVELOPMENT WITH YOUNG CHILDREN

NAME: _____

Date: _____

PLACEMENT TEST

Time Started _____

Time Finished _____

Mastery _____

No Mastery _____

Resource Person _____

Unit III

Module 2

Trainee Directions

PRETEST

EQUIPMENT AND MATERIALS

Activity Folder U3-M2-PT

DIRECTIONS

1. Read the directions and complete Part A of the pretest.

2. Give your pretest to your Resource Person when you have finished.

3. You have three hours to complete Part A of the pretest.

Unit III

Module 2

PRETEST

PART A

Directions:

Read each item and write your answer on the answer sheets.

1. List the three areas of social studies in which the preschool child needs experiences.

2. List the cognitive skills you can give children an opportunity to develop during social studies experiences.

3. On Sheet #2, do the following:

   A. Choose an area of social studies, write it on this sheet.

   B. List three topics in this area which can be used to give children experiences.

4. Select one of the three topics and one cognitive skill and do the following:

Unit III

Module 2

Pretest

A. Write one lesson plan that has to do with the topic. Write your plan on Sheet #3.

B. Tell how you would help children develop the cognitive skill with this lesson. Write it on Sheet #4.

C. Write one activity that has to do with the topic. Write your plan on Sheet #5.

D. Tell how you would help children develop the cognitive skill with the activity. Write it on Sheet #6.

E. Write one environmental condition that has to do with the topic. Write it on Sheet #7.

F. Tell how you would help children develop the cognitive skill with this environmental condition. Write it on Sheet #8.

When you have finished this part of your pretest, give it to your Resource Person. Do not go on to Part B until you are told to do so.

- - - -

Unit III

Module 2

Pretest

ANSWER SHEET

#1

1. Three areas of social studies:

2. List the cognitive skills:

Unit III

Module 2

Pretest

ANSWER SHEET

#2

3.

A. Area of social studies _____.

B. Three topics in this area:

_____

_____

_____

4.

The topic and cognitive skill I have selected:

Topic:

Cognitive Skill:

Unit III

Module 2

Pretest

ANSWER SHEET

#3

My Lesson Plan:

Unit III

Module 2

Pretest

ANSWER SHEET

#4

How I would help children develop the cognitive skill with this lesson:

Unit III

Module 2

Pretest

ANSWER SHEET

#5

Activity

Unit III

Module 2

Pretest

ANSWER SHEET

#6

How I would help children develop the cognitive skill with this activity:

Unit III

Module 2

Pretest

ANSWER SHEET

#7

Environmental Condition:

Unit III

Module 2

Pretest

ANSWER SHEET

#8

How I would help children develop the cognitive skill with this environmental condition:

Unit III

Module 2

Pretest

PART B

You are to arrange with your head teacher to teach the lesson that you wrote in Part A. Make sure you notify your Field Supervisor of the day and time so that he can observe you.

Unit III

Module 2

RESOURCE PERSON ACTIVITY LIST

ACTIVITY	ESTIMATED TIME FOR COMPLETION	MATERIAL	EQUIPMENT
1. Introduction		Activity Folder U3-M2-A1	
2. The Family		Activity Folder U3-M2-A2	
3. Who Makes Up A Family? What Is It's Size?		Activity Folder U3-M2-A3	
4. The Family As A Social Group		Activity Folder U3-M2-A4	
5. Families - Alike and Different		Activity Folder U3-M2-A5	
6. What Do Family Members Do?		Activity Folder U3-M2-A6	
7. The Child and The Preschool		Activity Folder U3-M2-A7	

Unit III

Module 2

Resource Person Activity List

ACTIVITY	ESTIMATED TIME FOR COMPLETION	MATERIAL	EQUIPMENT
8. The Child and The Community		Activity Folder U3-M2-A8	
9. Field Activity		Activity Folder U3-M2-A9	
10. Checking Activity (E)		Activity Folder U3-M2-A10	
11. Providing Experiences		Activity Folder U3-M2-A11	
12. Checking Activity (I)		Activity Folder U3-M2-A12	
13. Mastery Activity		Activity Folder U3-M2-A13	

Unit III

Module 2

Resource Person Directions

ACTIVITY 1: INTRODUCTION

EQUIPMENT AND MATERIALS:

Trainee

Activity Folder U3-M2-A1

Resource Person

None

DIRECTIONS

Trainee

Read the module instructions individually.

Resource Person

Be available to answer questions.

MODE OF INSTRUCTION

(Individual)	
Small Group	
Resource Person	is needed / (is not)

Unit III

Module 2

Resource Person Directions

ACTIVITY 2: THE FAMILY

EQUIPMENT AND MATERIALS

Trainee

Activity Folder U3-M2-A2

Resource Person

None

DIRECTIONS

Trainee

Read the activity by yourself.

Resource Person

Be available to answer questions.

MODE OF INSTRUCTIONS

(Individual)
Small Group
Resource Person is (is not) needed

Unit III

Module 2

Resource Person Directions

ACTIVITY 3: WHO MAKES UP A FAMILY? WHAT IS ITS SIZE?

EQUIPMENT AND MATERIALS

Trainee

Activity Folder U3-M2-A3

Resource Person

None

DIRECTIONS

Trainee

1. Read activity by yourself.
2. Make up the lessons, activities and environmental conditions list in the activity.
3. Put them on cards and share with other trainees.

(Completed on next page)

MODE OF INSTRUCTIONS

(Individual)

Small Group

Resource Person (is) / is not needed

Unit III

Module 2

Resource Person Directions

Activity 3 (cont.)

Resource Person

1. Be available to answer questions.
2. Go over the lesson, activities and environmental conditions list with the trainee.
3. Make sure the list has to do with who makes up a family and its size.

Unit III

Module 2

Resource Person Directions

ACTIVITY 4: THE FAMILY AS A SOCIAL GROUP

EQUIPMENT AND MATERIALS

Trainee

Activity Folder U3-M2-A4

Resource Person

None

DIRECTIONS

Trainee

1. Read the activity by yourself.
2. Make up a lesson and activity list.
3. Go over it with your Resource Person.
4. Put the things on your list on cards and share with your classmates.

(Continued on next page)

MODE OF INSTRUCTION

Individual

Small Group

Resource Person is / is not needed

Activity 4 (cont.)

Resource Person

1. Be available to answer questions.
2. Go over the list in this activity with the trainee.
3. Be sure the list has to do with the family as a social group.

Unit III

Module 2

Resource Person Directions

ACTIVITY 5 - FAMILIES - ALIKE AND DIFFERENT

EQUIPMENT AND MATERIALS

Trainee

Activity Folder U3-M2-A5

Resource Person

None

DIRECTIONS

Trainee

1. Read this activity by yourself.
2. Make up the lessons, activities and environmental conditions list in this activity.
3. Go over this list with your Resource Person.
4. Put the things on your list on cards and share them with other trainees.

(Continued on Next Page)

MODE OF INSTRUCTION

(Individual	
Small Group	(is
Resource Person	needed
	is not

Activity 5 (cont.)

Resource Person:

1. Be available to answer questions.
2. Go over the lessons, activities and environmental conditions list with the trainee.
3. Be sure the list has to do with how families are alike and different.

Unit III

Module 2

Resource Person Directions

ACTIVITY 6: WHAT DO FAMILY MEMBERS DO

MATERIALS AND EQUIPMENT

Trainee

Activity Folder U3-M2-A6

Resource Person

None

DIRECTIONS

Trainee

1. Read this activity by yourself.
2. Make up the lessons, activities and environmental conditions list.
3. Go over your list with your Resource Person.
4. Put the things on your list on cards and share with other trainees.

MODE OF INSTRUCTION

(Individual)
Small Group
Resource Person (is) is not needed

Unit III

Module 2

Resource Person Directions

Activity 6 (cont.)

Resource Person

1. Be available to answer questions.

2. Go over lessons, activities and environmental conditions list with trainee.

3. Make sure it has to do with what family members do.

Unit III

Module 2

Resource Person Directions

ACTIVITY 7: THE CHILD AND THE PRESCHOOL

EQUIPMENT AND MATERIALS

Trainee

Activity Folder U3-M2-A7

Resource Person

None

DIRECTIONS

Trainee

1. Read the activity.
2. Do Exercise A.
3. When you have completed Exercise A, check it with your Resource Person.

(Completed on Next Page)

MODE OF INSTRUCTION

(Individual)

Small Group

Resource Person (is) / is not needed

Unit III

Module 2

Resource Person Directions

Activity 7 (cont.)

Resource Person

1. Review Exercise A with trainee, when completed.
2. Be available to answer questions.

Unit III

Module 2

Resource Person Directions

ACTIVITY 8: THE CHILD AND THE COMMUNITY

EQUIPMENT AND MATERIALS

Trainee

Activity Folder U3-M2-A8

Resource Person

None

DIRECTIONS

Trainee

1. Read materials individually.
2. Pick a partner, if needed.
3. Do Exercises A and B.
4. When you finish Exercise B, check it with your Resource Person.

(Continued on Next Page)

MODE OF INSTRUCTION

Individual

Small Group

Resource Person is needed

is not

Resource Person Directions

Activity 8 (cont.)

Resource Person

1. Be available to answer questions.
2. Review each part of Exercise B with each trainee when completed.
3. Exercise B should contain the following:
   - Lesson plan should deal with some aspect of the community;
   - Lesson plan should contain the following:
     - Objectives;
     - What is being taught;
     - Materials
     - Techniques
     - Evaluation
   - List of cognitive skills should contain the cognitive skills that the trainee will be teaching the children.

Unit III

Module 2

Resource Person Directions

Activity 8 (cont.)

- For each cognitive skill listed, trainee should have listed what things in the lesson will teach that cognitive skill.

Unit III

Module 2

Field Supervisor Directions

ACTIVITY 9

PURPOSE OF THE ACTIVITY:

The purpose of this activity is to have the trainees observe and identify lessons, activities and environmental conditions that are providing children with social studies experiences.

PROCEDURES TO FOLLOW:

1. Read trainee directions for field activity.

2. Review observation sheet with trainee.

3. Be prepared to answer questions before trainee completes assignment.

Unit III

Module 2

Field Supervisor Directions

Activity 9 (cont.)

To evaluate trainee's performance for this activity use the following criteria.

1. The trainee has followed directions.

2. The trainee has completed the observation sheets.

3. The trainee can answer questions relating to the information contained in the completed chart.

Unit III

Module 2

Resource Person Directions

ACTIVITY 10 - CHECKING ACTIVITY

EQUIPMENT AND MATERIALS

Trainee

Activity Folder U3-M2-A10

Resource Person

Answer Key

DIRECTIONS

Trainee

1. Read the activity and follow the directions.

2. Get the answer key from the Resource Person and check your answers.

(Continued on the next page)

MODE OF INSTRUCTION

Individual
Small Group
Resource Person is needed / is not

Unit III

Module 2

Resource Person Directions

Activity 10 (cont.)

3. Review your work with your Resource Person.

Resource Person

1. Be available to answer questions.

2. Give out answer key when trainee has completed this activity.

3. Review trainee's work.

   . Trainee must have 15 correct to go on to the next activity.

Activity 10 (cont.)

Directions

1. To the left of each item that has to do with social studies, place an L (Lesson), an A(Activity), or an EC (Environmental Condition).

2. Place a check (✓) in the column that tells the area of social studies the item can help children learn about.

3. For each item, place a check in only one column.

Place a L, A or EC here	Items	Family	School	Community
L	1. Who lives at your house?	✓		
EC	2. Empty oil cans			✓
EC	3. Hats and ties	✓		✓
A	4. Dress up clothes such as policeman or fireman clothing			✓

Activity 10 (cont.)

ANSWER KEY

Place a L, A or EC here	Items	Family	School	Community
EC	5. Toy iron and ironing board	✓		
A	6. Children play with toy doctors kit or bag			✓
EC	7. Handbags	✓		
L	8. What does your daddy do at home	✓		
L	9. People who help us in our neighborhood			✓
A	10. Children pack and unpack suitcases	✓		
L	11. How do you help mother at home?	✓		
L	12. Who are our school helpers		✓	
EC	13. Telephone	✓		
A	14. Children use shopping cart or basket	✓		
A	15. Children use different appliances such as a toaster, mixer.	✓		
EC	16. Baby carriage	✓		
A	17. Children play with train tickets			✓
L	18. Homes around the world	✓		
L	19. Buildings in my neighborhood			✓
L	20. Who comes to visit us at school		✓	

Unit III

Module 2

Resource Person Directions

ACTIVITY 11 - PROVIDING EXPERIENCES

EQUIPMENT AND MATERIALS

Trainee

Activity Folder U3-M2-A11

Resource Person

None

DIRECTIONS

Trainee

1. Read the activity and follow the directions.

(Continued on next page)

MODE OF INSTRUCTION

Individual		
Small Group		
Resource Person	is / is not	needed

Unit III

Module 2

Resource Person Directions

Activity 11 (cont.)

Resource Person

1. Be available to answer questions.

2. Review activity with Trainee, when finished.

3. For Sheets #1, 3, and 5

   A. Each should specify the area of social studies;

   B. Each sheet should contain: a lesson plan (#1); an activity (#3); and an environmental condition (#5) which is related to the area selected.

4. For Sheets #2, 4 and 6

   A. Each should contain information on how the trainee would help children develop the cognitive skills they have identified in relation to the lesson (#1) activity (#3) and environmental condition (#5).

Resource Person Directions

Activity 11 (cont.)

5. Trainee has satisfactorily completed this activity, if all the criteria in Items 3, 4 and 5 have been satisfied.

6. If trainee has not satisfactorily completed this activity, have the trainee review the necessary information and repeat that portion of this activity.

Unit III

Module 2

Resource Person Directions

ACTIVITY 12 - CHECKING ACTIVITY

EQUIPMENT AND MATERIALS

Trainee

Activity Folder U3-M2-A12

Resource Person

Answer Key

DIRECTIONS

Trainee

1. Do tne activity individually.

2. When you have finished, give this activity to your Resource Person to have it checked.

(Continued on next page)

MODE OF INSTRUCTION

(Individual)
Small Group
Resource Person (is) is not needed

Unit III

Module 2

Resource Person Directions

Activity 12 (cont.)

Resource Person

1. Check activity when finished with Answer Key.

Resource Person Directions

Activity 12 (cont.)

ANSWER KEY

CHECKING ACTIVITY

I.

Family
School
Community

. Each correct item worth 6 points

II.

Comparing
Contrasting
Classifying
Seeing Patterns

. Each correct item worth 6 points

III.

Lesson Plan Sheet . 25 Points

- Lesson plan must be related to specified area of social studies and topic.

Resource Person Directions

Activity 12 (cont.)

ANSWER KEY (cont.)

Sheet #2 must tell how trainee will help children develop the identified cognitive skill with that lesson plan.

MASTERY

Trainee has mastered this activity with a score of 75 or better.

Unit III

Module 2

Field Supervisor Directions

ACTIVITY 13 - MASTERY ACTIVITY

PURPOSE OF THE ACTIVITY

To determine if trainees can:

1. Select a topic from an area of social studies;

2. Select a cognitive skill to help children develop;

3. Plan and develop some lessons, activities and environmental conditions around one topic that provide children with experiences and opportunities to develop a cognitive skill.

4. Teach the lesson from the lesson plan they developed.

PROCEDURE TO FOLLOW

1. Read trainee's directions.

Unit III

Module 2

Field Supervisor Directions

Activity 13

2. For mastery, trainee must meet the following criteria:

   A. Listed 3 topics related to the same social studies area. 15 Pts.

   B. Listed 3 cognitive skills discussed in this module. 15 Pts.

   C. Selected one topic and one cognitive skill and completed all of Item 4 satisfactorily under the Trainees Directions. 30 Pts.

   D. Trainee should be able to tell how the lesson plan, activities, and environmental condition are related to each other and to the topic. 20 Pts.

Unit III

Module 2

Field Supervisor Directions

E. Trainee should be able to teach the lesson from the lesson plan he wrote. 20 Pts.

MASTERY - Score of 75 or above.

3. If trainee does not satisfy mastery criteria, do the following:

- Have trainee review needed activities in module;

- Have trainee repeat all or part of this activity.

Unit III

Module 2

Trainee Directions

Unit 3

DEVELOPMENT OF COGNITIVE SKILLS IN YOUNG CHILDREN

Module 3

BEGINNING SOCIAL STUDIES

DEVELOPMENT WITH YOUNG CHILDREN

Trainee: _____

Instructor: _____

Field Supervisor: _____

	How Many?		
Class Sessions			
Field Visits			

Unit III

Module 2

GLOSSARY

Classifying	-	Children see that things are grouped according to the most obvious feature such as putting all of the blocks together that are square. Square is the classification for grouping the blocks.
Comparing and Contrasting	-	Children see what is alike about things. Children see what is different about things.
Seeing Patterns	-	Children see that although objects can be different there is at least one thing about all of them that is the same.

Unit III

Module 2

TRAINEE ACTIVITY RECORD

Name: _____

Date Started: _____ Date Completed _____

ACTIVITY	EQUIPMENT AND MATERIALS	COMPLETED	TIME	COMMENTS, PROBLEMS OR SPECIAL PLANS
1. Introduction	Activity Folder U3-M2-A1			
2. The Family	Activity Folder U3-M2-A2			
3. Who Makes Up A Family? What Is It's Size?	Activity Folder U3-M2-A3			
4. The Family As A Social Group	Activity Folder U3-M2-A4			
5. Families - Alike and Different	Activity Folder U3-M2-A5			

Unit III

Module 2

Trainee Activity Record

ACTIVITY	EQUIPMENT AND MATERIALS	COM-PLET-ED	TIME	COMMENTS, PROBLEMS OR SPECIAL PLANS
6. What Do Family Members Do	Activity Folder U3-M2-A6			
7. The Child and The Preschool	Activity Folder U3-M2-A 7			
8. The Child and The Community	Activity Folder U3-M2-A 8			
9. Field Activity	Activity Folder U3-M2-A9			
10. Checking Activity (E)	Activity Folder U3-M2-A10			
11. Providing Exper-iences	Activity Folder U3-M2-A11			
12. Checking Activity (I)	Activity Folder U3-M2-A12			
13. Mastery Activity	Activity Folder U3-M2-A13			

Unit III

Module 2

Trainee Directions

ACTIVITY 1: INTRODUCTION

EQUIPMENT AND MATERIAL

Activity Folder U3-M2-A1

DIRECTIONS

Read the module instructions individually.

MODE OF INSTRUCTION

(Individual)	
Small Group	
Resource Person	is (is not) needed

Unit III

Module 2

ACTIVITY 1

One of the first things a child begins to learn, after he learns about himself, is about the world around him.

That world is made up of two parts:

(1) Objects

(2) People

Social studies is an attempt to help children learn about the people in his world, how they live together, what they do, who they are and why they are important to him. You will learn how to teach children about objects in other modules. This module will teach you how to teach children about people who are meaningful to them in their world.

Since this module is part of a unit on cognitive development, there will be two things that you will be learning about teaching social studies to preschool children:

(1) You will learn what facts and information young children need to learn.

Unit III

Module 2

Activity 1 (cont.)

(2) You will learn how to help children organize the facts and information they learn so that it has meaning to them.

The information preschool children should learn about Social Studies has to do with:

- their home;
- their family;
- their school;
- their community.

The ways to organize the information are by:

- classifying;
- categorizing;
- comparing and contrasting;
- seeing patterns.

This module will help you learn some lessons, activities and environmental conditions which will give children experiences that help them get information about and ways of organizing social studies.

Unit III

Module 2

Trainee Directions

ACTIVITY 2: THE FAMILY

EQUIPMENT AND MATERIALS

Activity Folder U3-M2-A2

DIRECTIONS

Read the activity by yourself

MODE OF INSTRUCTIONS

(Individual)

Small Group

Resource Person is / (is not) needed

Unit III

Module 2

ACTIVITY 2

THE FAMILY

The family is the first group that a child experiences. This group helps a child learn how to get along with others. This group teaches him rules for how to live with others. This group shows him what members of a family can do to help each other. This group, the family, helps him to see what it means to belong to a group. A child learns these things by experience. A child rarely gets taught about his family by talking about it.

By the time the child comes to the preschool, she has a feel for her family through experiences with them. She knows about who belongs to the family and its size. She knows what each member of the family does in the house and outside of it. She knows what the family likes to do when they are all together.

We know, however, that most preschool children do not know that the group they live in is called a family. They do not know why a family is important. They do not know what all the names of members of a family are. They do not know that

Activity 2 (cont.)

all members of a family have different jobs. They do not know why there are rules for living together. This is what they need to be taught.

It is important for children to learn about this because all people live or work in groups throughout their lives. Social studies is a way of teaching how these groups came about over a long period of time. It is a way of teaching how different societies were formed. It is a way of teaching why cities and communities developed in certain locations and why these groups exist.

A preschool child is not mature enough to understand about societies and different communities all over the world. He is able, however, to understand groups he already knows something about and has meaning to him. That is why we help the child learn about his family. We help him learn about the family because it is the group he knows best and cares most about. As he goes on in school, he will learn what different groups

Activity 2 (cont.)

have in common, such as all groups have rules for getting along and all members of groups have specific roles and functions. Right now, all the preschool child needs to learn about a group is what it is and why we have them.

In the next few activities you will be learning about different kinds of experiences you can offer children which will help him understand his family better.

Unit III

Module 2

Trainee Directions

ACTIVITY 3: WHO MAKES UP A FAMILY? WHAT IS ITS SIZE?

EQUIPMENT AND MATERIALS

Activity Folder U3-M2-A3

DIRECTIONS

1. Read activity by yourself.
2. Make up the lessons, activities and environmental conditions list in the activity.
3. Put them on cards and share with other trainees.

MODE OF INSTRUCTIONS

(Individual)

Small Group

Resource Person (is) is not needed

Unit III

Module 2

ACTIVITY 3

WHO MAKES UP A FAMILY? WHAT IS ITS SIZE?

Every child is a member of a family. Families are different in size and who is part of the family. Some families have a mother, a father,brothers and sister in them. Some families have only a mother and a child in them. They are both families. We must help a child understand that two or more people who live together are a family. Most people who live together with children are related. However, that is not always the case. Sometimes an adult takes care of a child and raises it as if it were his or her own. To the child this is still its' family. What we want children to understand is that all children have families with whom they live. For a child, families are alike in that they have at least one grown up and one child who live together in the same house. Families are different in that the numbers of people who live together may vary. The kinds of people who live together such as a grandmother, aunt, father, and mother vary.

Activity 3 (cont.)

Your job is to help children learn about:

- what a family is;
- its size;
- who can be a part of the family.

List three lessons, three activities, and three environmental conditions that you can provide to help children understand this. Write your list on the next page.

Unit III

Module 2

Activity 3 (cont.)

Lessons for teaching what a family is, its size and who can be part of the family:

1.

2.

3.

Activities for teaching what a family is, its size and who can be part of the family:

1.

2.

3.

Unit III

Module 2

Activity 3 (cont.)

Environmental conditions for teaching what a family is, its size and who can be part of the family:

1.

2.

3.

When you have finished, go over your list with your Resource Person. Write the things you have listed on file cards and exchange them with others in your class. Place them in your file box so you will have them available when you want to help children learn about this later on.

You have just learned how to teach children what a family is, who can be part of a family and how many people can belong to a family.

Activity 3 (cont.)

You have also learned how to help children organize this information so that it has meaning to them. You have done this by teaching them to:

- Classify - A family is the classification for two or more people living together in the same place.

- Compare and Contrast - A family is alike in that it has at least one adult and one child in it. A family is different in that its size and what kind of people live together may vary.

Unit III

Module 2

Trainee Directions

ACTIVITY 4: THE FAMILY AS A SOCIAL GROUP

EQUIPMENT AND MATERIALS

Activity Folder U3-M2-A4

DIRECTIONS

1. Read the activity by yourself.
2. Make up a lesson and activity list.
3. Go over it with your Resource Person.
4. Put the things on your list on cards and share with your classmates.

MODE OF INSTRUCTION

(Individual)

Small Group

Resource Person (is) / is not needed

Unit III

Module 2

ACTIVITY 4

THE FAMILY AS A SOCIAL GROUP

Each family likes to do many things. They have certain customs and celebrate different occasions in special ways. When people grow up, they usually remember the special events that their family did on a regular basis and it has great meaning to them. Christmas dinner or the Fourth of July picnic that took place every year is a very valuable memory for people to have. The special foods that each family made for certain occasions is important to remember and know about.

Families also help each other. Sometimes Grandma takes care of a child while mommy works. Sometimes a mother and a child lives with an aunt or uncle until they can get a place of their own. Sometimes someone moves in to a house if someone is sick.

These are important things for children to know and think about. They are important because this is what makes a family have value and meaning to them. Belonging to a family is good

Activity 4 (cont.)

because people help each other and because people share important times together.

How can you help children understand what people in families share together and how families help each other out?

Activity 4 (cont.)

List five lessons and five activities you can provide to help children understand this. Write your list below:

Lessons:

1.

2.

3.

4.

5.

Activities:

1.

2.

3.

4.

5.

When you have finished, go over your list with your Resource Person. Write the things on your list on the appropriate cards. Share them with others in your class and place them in your file box.

Activity 4 (cont.)

You have just learned how to teach children what families as a social group do. You have also helped children to see patterns by:

1. having children see that all families help each other out;
2. having children see that all families celebrate special things together;
3. having children see that all families have special foods that they eat.

Unit III

Module 2

Trainee Directions

ACTIVITY 5: FAMILIES - ALIKE AND DIFFERENT

EQUIPMENT AND MATERIALS

Activity Folder U3-M2-A5

DIRECTIONS

1. Read this activity by yourself.
2. Make up the lessons, activities and environmental conditions list in this activity.
3. Go over this list with your Resource Person.
4. Put the things on your list on cards and share them with other trainees.

MODE OF INSTRUCTION

Individual	
Small Group	
Resource Person	is needed / is not

Unit III

Module 2

ACTIVITY 5

FAMILIES - ALIKE AND DIFFERENT

We have already talked about how families are alike and different in a very broad way. We talked about how they are alike in terms of what a family is. We talked about their differences in terms of size and who family members are. There are other ways in which families are alike and different. Families are alike in that they all do some of the same things. They are different in that each family does certain things that no other family does.

Children must see how families are alike and different. We cannot tell you how they are alike or different. You must find this out from the children. You can do this by having the children tell you what their families do. If you make a list of what they tell you, you and the children will be able to see what is alike about all their families. You and the children will be able to see what is different about all their families.

This helps children get a better understanding of what families are all about. They will begin to see that not all families

Activity 5 (cont.)

are the same in every way. They will begin to see how different families work. They will begin to see that some families do some special things and others do other special things.

Activity 5 (cont.)

How can you help children understand the ways in which families are alike and different? List three lessons, three activities and three environmental conditions which will help children understand this. Write your list below.

LESSONS

1.

2.

3.

ACTIVITIES

1.

2.

3.

Activity 5 (cont.)

ENVIRONMENTAL CONDITIONS

1.

2.

3.

When you have finished, go over your list with your Resource Person. Then write the things on your list on the right cards. Share them with others in your class and put them in your card file.

Activity 5 (cont.)

You have just learned how to help children see how families are alike and different. By doing this, you have also helped them compare and contrast. They have compared their families to families of other children. They have seen the contrast of their families to other families. You have learned how to help children organize what they know about families in a meaningful way to them.

Unit III

Module 2

Trainee Directions

ACTIVITY 6: WHAT DO FAMILY MEMBERS DO?

EQUIPMENT AND MATERIALS

Activity Folder U3-M2-A6

DIRECTIONS

1. Read this activity by yourself.
2. Make up the lessons, activities and environmental conditions list.
3. Go over your list with your Resource Person.
4. Put the things on your list on cards and share them with other trainees.

MODE OF INSTRUCTION

(Individual)
Small Group
Resource Person (is) needed
is not

Unit III

Module 2

ACTIVITY 6

WHAT DO FAMILY MEMBERS DO?

Each family member has a job that they do as well as responsibilities. The jobs can be cooking, cleaning, taking care of children, repairing things. It is important for children to know this because this is one of the major functions of the family. When people share the jobs it takes less time to do them and everyone has more time to do other kinds of things. Children need to think about what everyone in their family does. They also need to see how what each member of the family does helps the whole family.

The responsibilities in a family could be working to make money for the family to live on, or going to school, or taking someone to the doctor. Children need to know this too. It is important because they need to know that responsibilities are a part of every day life and other people depend on someone to carry them out. If people do not assume responsibility for members of the family, then it cannot function well.

Unit III

Module 2

Activity 6 (cont.)

How can you help children learn about the jobs and responsibilities of each family member? List five lessons and five activities that you can provide to help children learn about this. Write your list below:

LESSONS

1.

2.

3.

4.

5.

ACTIVITIES

1.

2.

3.

4.

5.

Activity 6 (cont.)

When you have finished, go over your list with your Resource Person. Then write the things on your list on the proper cards. Share them with others in your class and put them in your file box.

You have learned how to help children understand jobs and responsibilities that all families do. You also have helped them learn to classify, compare and contrast and see patterns. You have done this by:

1. Having children classify jobs and responsibilities;

2. Having children compare and contrast jobs and responsibilities of different families.

3. Having children see patterns among some jobs. For example vacuuming, dusting and sweeping are all cleaning jobs.

Unit III

Module 2

Trainee Directions

ACTIVITY 7: THE CHILD AND THE PRESCHOOL

EQUIPMENT AND MATERIALS

Activity Folder U3-M2-A7

DIRECTIONS

1. Read the activity.
2. Do Exercise A.
3. When you have completed Exercise A, check it with your Resource Person.

MODE OF INSTRUCTION

(Individual)

Small Group

Resource Person (is) needed
is not

Unit III

Module 2

ACTIVITY 7

THE CHILD AND THE PRESCHOOL

When a young child enters a preschool, he becomes a member of another group - the school. The child sees right away that the preschool has many people in it. Some of the people are young children about his age. Some of the people are grown-ups who do different things. Some of the people are other children who may be older or younger.

She, also, sees right away that there are many different rooms, equipment and things in a preschool. She sees that only some people belong in certain rooms.

To a young child just starting preschool, school is a strange place. It is different from his home.

Your task is to help the child learn about and understand this important group - the school. She needs to learn about the people in the preschool. How they are alike. How they are different.

Activity 7 (cont.)

The preschool child needs to learn about his classroom, its equipment and the grown ups in this room. He will also want to learn about the other classrooms and the other rooms in the school. He will need to learn about where he eats and the nurse's room to name just two.

There are many people in the school who do different things. The preschool child will need to learn about the teachers, the cook, the nurse and the custodian. She will need to learn what each person in the preschool does.

You must help the preschool child learn about and understand this. You must help the preschool child learn all the things that he must do to help make school work well. You can do this by providing the preschool child with the right kinds of experiences.

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Activity 7 (cont.)

EXERCISE A

Directions

A preschool child must learn many things about her preschool.

1. List below five things that you must help a preschool child learn and understand about school.

2. Pick one of the five things from your list. Write a card for a lesson, an activity and an environmental condition you would use for the one thing you selected.

Activity 7 (cont.)

You have learned what is necessary for a child to know about school. You have also helped them to classify, compare and contrast and see patterns. List below how you have done this:

3. How I have helped them classify:

4. How I have helped them compare and contrast:

5. How I have helped them see patterns:

When you have finished, go over this exercise with your Resource Person.

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Module 2

Trainee Directions

ACTIVITY 8: THE CHILD AND THE COMMUNITY

EQUIPMENT AND MATERIALS

Activity Folder U3-M2-A8

DIRECTIONS

1. Read materials individually.
2. Pick a partner, if needed.
3. Do Exercises A and B.
4. When you finish Exercise B, check it with your Resource Person.

MODE OF INSTRUCTION

Individual
Small Group
Resource Person is needed
is not

Unit III

Module 2

ACTIVITY 8

THE CHILD AND THE COMMUNITY

As a child grows and develops, he becomes aware of people other than his family members and things around him. He becomes aware of the COMMUNITY in which he lives.

Social Studies experiences in the preschool should help a child to:

- Understand the need that people have for each other;
- Understand the different ROLES that people have in the community;
- Understand his neighborhood such as activities that go on in the church, supermarket, and beauty shop, to name a few.

The teacher's task is to help each child learn about and understand the many different people in the community; what each person does and how this person helps the child and his family.

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Module 2

Activity 8 (cont.)

Can you identify some community helpers? How would you help children learn about these community helpers? Do the exercise below:

EXERCISE A

Directions

1. In each box, write the name of a community helper.

2. Below the name of the community helper, tell how you would help your children learn about this person.

1. Community helper _____

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Module 2

Activity 8 (cont.)

2. Community helper _____

3. Community helper _____

Discuss your answers with another trainee.

Activity 8 (cont.)

Preschool children must also learn about the different kinds of buildings in his neighborhood. He needs to learn how these buildings are alike and how they are different. He will also need to develop an understanding of what goes on in a building. For example, a supermarket is a building to which his parents go and get many different things to eat. Your task is to help children learn about these things. You must provide the child with the right kinds experiences.

Preschool children also see people in the community, as well as in their family, using different kinds of transportation. You must help them learn about the different kinds of transportation such as trucks, cars and buses. You must help them learn about the truck driver and the bus driver.

She can begin to learn about traffic safety in the classroom when playing with a truck or car. She can also begin to learn about traffic safety in the playground.

Activity 8 (cont.)

There are many, many things for preschool children to learn about in the community. Your task is to help them learn about the community. To do this, you must plan very carefully what it is you want the children to learn. And, you must provide them with the right kind of experiences.

EXERCISE B

Direction

1. Choose something that has to do with the community that you would like your children to learn about.

2. Develop a lesson plan for it. Write your lesson plan on the next page.

3. Review your lesson plan with your Resource Person when you have finished it.

Activity 8 (cont.)

4. Write what cognitive skills you also will be teaching the children. Under each cognitive skill, list what things in the lesson will teach that cognitive skill. Write your list of cognitive skills on page 54 .

5. Review your list with your Resource Person.

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Module 2

Activity 8 (cont.)

LESSON PLAN

Unit III

Module 2

Activity 8 (cont.)

LIST OF COGNITIVE SKILLS

Unit III

Module 2

Trainee Directions

ACTIVITY 9 - FIELD ACTIVITY

PURPOSE OF THE ACTIVITY

The purpose of this activity is to have you observe and identify lessons, activities and environmental conditions that are providing children with social studies experiences.

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Module 2

ACTIVITY 9

FIELD ASSIGNMENT

You have learned that social studies experiences in a preschool should help a child learn about:

- the family;
- the school;
- the community;

For this activity, you will be observing in your center. You will be looking for lessons, activities and environmental conditions that give children social studies experiences.

Read and follow the directions below:

1. Arrange for two periods of time when you can observe in the classroom in which you work with children.

   . One observation period should take place when the children are in the classroom.

Activity 9 (cont.)

. One observation period should take place when the children are not in the classroom.

2. Arrange for these two observation periods with your head teacher or center director.

3. Use a scratch pad if you need to make notes before you place them on the observation sheets.

USING THE OBSERVATION SHEETS

Observation Sheet #1 is used when you are observing while children are in the classroom. You will be looking for lessons, activities and environmental conditions that are giving children social studies experiences. When you see a lesson, activity or environmental condition that has to do with social studies, make a short note of what it is about in the proper box on the sheet.

Activity 9 (cont.)

Observation Sheet #2 is used when you are observing and the children are not in the classroom. You will be looking for environmental conditions that are presently being used or could be used to give children social studies experiences. Write these environmental conditions in the proper box on your sheet. Write a short note of how it is being used or could be used.

When you have completed your observations, answer the questions in Part II of this activity and fill out the cover sheet.

Activity 9 (cont.)

FIELD ACTIVITY

COVER SHEET

Dates Observed

Times Observed

Ages of children in the class _____

Name of teacher (optional) _____

OBSERVATION SHEET #1

	LESSON	ACTIVITY	ENVIRONMENTAL CONDITIONS
FAMILY			
SCHOOL			
COMMUNITY			

OBSERVATION SHEET #2

DIRECTIONS

1. List the environmental conditions that are presently being used or could be used to give children social studies experiences.
2. List them in the column with the proper heading.

FAMILY	COMMUNITY	SCHOOL

Unit III

Module 2

Activity 9 (cont.)

OBSERVATIONAL RECORDINGS

1. How do the activities, lessons and environmental conditions that you observed give children social studies experiences?

2. What experiences were the activities, lessons and environmental conditions teaching the children about family life?

Activity 9 (cont.)

3. What were the activities, lessons and environmental conditions teaching the children about school or group life.

4. Briefly describe what the activities, lessons and environmental conditions were teaching the children about community life.

Unit III

Module 2

Trainee Directions

ACTIVITY 10 - CHECKING ACTIVITY

EQUIPMENT AND MATERIALS

Activity Folder U3-M2-A10

DIRECTIONS

1. Read the activity and follow the directions.

2. Get the answer key from the Resource Person and check your answers.

3. Review your work with your Resource Person

MODE OF INSTRUCTION

Individual

Small Group

Resource Person is needed / is not

ACTIVITY 10

CHECKING ACTIVITY

Social studies experiences are provided for young children in many areas. Young children are provided with experiences to help them learn more about the family, the school and the community.

Many of these experiences are provided in an informal way. Lessons, activities and environmental conditions are ways of providing children with these needed experiences.

The purpose of this activity is to see if you can identify lessons, activities and environmental conditions that can be used to provide children with needed social studies experiences.

Read and follow the directions listed below. If you have any questions, see your Resource Person.

Activity 10 (cont.)

DIRECTIONS

1. On the following pages is a list of lessons, activities, and environmental conditions.

2. Carefully read the list of items.

3. First, to the left of each item that has to do with social studies, place an L, A or EC.

   (L means lessons, A means activity, EC means environmental conditions.)

4. Second, to the right of each item are three columns labeled: Family, School and Community.

5. For each item that you have identified as having to do with social studies, place a check (✓) in the column that tells the area of social studies the item can help children learn about.

Activity 10 (cont.)

6. Many of the items can help children learn about many areas of social studies. However, for this activity, you should have only one check for each item.

Activity 10 (cont.)

Directions

1. To the left of each item that has to do with social studies, place an L (Lesson), an A(Activity), or an EC (Environmental Condition).

2. Place a check (✓) in the column that tells the area of social studies the item can help children learn about.

3. For each item, place a check in only one column.

Place a L, A or EC here	Items	Family	School	Community
	1. Who lives at your house?			
	2. Empty oil cans			
	3. Hats and ties			
	4. Dress up clothes such as policeman or fireman clothing			

Activity 10 (cont.)

Place a L, A or EC here	Items	Family	School	Community
	5. Toy iron and ironing board			
	6. Children play with toy doctors kit or bag			
	7. Handbags			
	8. What does your daddy do at home			
	9. People who help us in our neighborhood			
	10. Children pack and unpack suitcases			
	11. How do you help mother at home?			
	12. Who are our school helpers			
	13. Telephone			
	14. Children use shopping cart or basket			
	15. Children use different appliances such as a toaster, mixer.			
	16. Baby carriage			
	17. Children play with train tickets			
	18. Homes around the world			
	19. Buildings in my neighborhood			
	20. Who comes to visit us at school			

Unit III

Module 2

Trainee Directions

ACTIVITY 11 - PROVIDING EXPERIENCES

EQUIPMENT AND MATERIALS

Activity Folder U3-M2-A11

DIRECTIONS

Read the activity and follow the directions.

MODE OF INSTRUCTION

Individual

Small Group

Resource Person is needed

is not

Unit III

Module 2

ACTIVITY 11

PROVIDING EXPERIENCES

You have learned that when giving children social studies experiences, you have the opportunity to help children develop the skills of classifying and comparing and contrasting.

The purpose of this activity is to see if you can develop social studies experiences which will help children develop the skills of classifying and comparing and contrasting.

For this activity, you are to select three areas of social studies and do the following:

1. For one of the three areas you are to :

   A. Write a lesson plan. Write your lesson plan on the lesson plan sheet included in this activity.

Activity 11 (cont.)

B. On Sheet #2, tell what cognitive skills you will be teaching the children and how you would do this in your lesson.

2. Choose another area. For this area:

A. You are to write an activity.

B. Write your activity on the activity sheet included in this activity.

C. On Sheet #4, tell what cognitive skills your activity will help children develop and how.

3. Choose a third area. For this area:

A. You are to write an environmental condition.

Activity 11 (cont.)

B. Write your environmental condition on Sheet #5 included in this activity.

C. On Sheet #6, tell what cognitive skills your environmental condition would help children develop and how.

Activity 11 (cont.)

SHEET #1

LESSON PLAN SHEET

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Module 2

SHEET

#2

COGNITIVE SKILLS:

HOW:

Activity 11 (cont.)

AREA OF SOCIAL STUDIES _____

MY ACTIVITY

Activity 11 (cont.)

Cognitive skills my activity will help children develop:

How:

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Module 2

Activity 11 (cont.)

SHEET

#5

Area of Social Studies: _____?

ENVIRONMENTAL CONDITION

Activity 11 (cont.)

SHEET
#6

Cognitive Skills:

How:

Unit III

Module 2

Trainee Directions

ACTIVITY 12 - CHECKING ACTIVITY

EQUIPMENT AND MATERIALS

Activity Folder U3-M2-A12

DIRECTIONS

1. Do the activity individually

2. When you have finished, give this activity to your Resource Person to have it checked.

MODE OF INSTRUCTION

(Individual)

Small Group

Resource Person (is) needed
is not

Unit III

Module 2

ACTIVITY 12

CHECKING ACTIVITY

I.

There are three areas of social studies in which the preschool child needs worthwhile experiences. List these areas below:

1.

2.

3.

II.

When we give children social studies experiences, we also have the opportunity to help children develop some cognitive skills. List these cognitive skills below:

1.

2.

Activity 12 (cont.)

3.

4.

III.

Develop a lesson plan for a topic from one of the social studies areas. Make sure you tell how you will help children develop a cognitive skill in your lesson.

- Use the lesson plan sheet on the next page (Sheet #1)

- After you have written you lesson plan, tell how you will help children develop the cognitive skill. Write this on Sheet #2.

SHEET #1

LESSON PLAN SHEET

Area of Social Studies _____

Topic _____

Cognitive Skill _____

Activity 12 (cont.)

SHEET

#2

Cognitive Skill_____

How to help children develop this cognitive skill during my lesson:

Activity 12 (cont.)

When you have finished this activity, give it to your Resource Person to be reviewed.

Unit III

Module 2

ACTIVITY 13

MASTERY ACTIVITY

The family, the school, the community are three social studies areas in which preschool children need experiences. It is your task to provide children with worthwhile experiences in these areas.

It is also your job to help the children develop the cognitive skills of comparing, contrasting, classifying and seeing patterns. You can help children develop these skills while giving them worthwhile social studies experiences.

The purpose of this mastery activity is to determine if you can plan and develop a series of lessons, activities, and environmental conditions in one social studies area that provide children with experiences and opportunities to develop cognitive skills.

Unit III

Module 2

Trainee Directions

ACTIVITY 13- MASTERY ACTIVITY

PURPOSE OF THE ACTIVITY

To determine if you can:

1. Select a topic from an area of social studies;

2. Select a cognitive skill to help children develop;

3. Plan and develop some lessons, activities, and environmental conditions around one topic that provide children with experiences and opportunities to develop a cognitive skill.

4. Teach the lesson from the lesson plan you developed.

Activity 13 (cont.)

DIRECTIONS

1. Choose an area of social studies.

2. List three topics from this area in which to give children experiences.

3. List three cognitive skills you want to help children develop;

4. Select one topic and one cognitive skill and do the following:

   A. Write one lesson plan that has to do with the topic. Tell how you would help children develop the cognitive skill with this lesson.

   B. Write two activities that have to do with the topic.

      . Tell how you would help children develop the cognitive skills with your activities.

Activity 13 (cont.)

C. Write one environmental condition that has to do with the topic.

. Tell how you would help children develop the cognitive skill with your environmental condition.

D. Make a list of books, records, pictures, films that you would use while giving children experiences with this topic.

5. Be able to discuss with your Field Supervisor:

- How your lesson plan, activities and environmental condition are related to each other;

- How your list of books, records, pictures, films are related to the topic and cognitive skill you selected.

Activity 13 (cont.)

6. Be able to show your Field Supervisor everything listed in steps 1 through 4 in this activity.

7. Arrange to have your Field Supervisor observe you teaching the lesson from your lesson plan for this activity.

UNIT III

MODULE 2

PROBLEM SOLVING

Unit III

Module 2

PROBLEM SOLVING

1. What are some things that you can do to help children learn about the home and the family during snacktime, meal time, and free play time? How?

2. What are some things that you can do to help children learn about their new group - the school - during the course of a day at a center? How?

3. What songs, stories and games can you use in each of the three social studies areas to provide children with experiences? How?

4. What things would you place in a social studies center to help children learn about the culture of others?

Unit III

Module 2

Problem Solving

5. Why is it important to help children develop cognitive skills while they are participating in social studies experiences?

   How does it help the children?

6. What pieces of equipment and materials are available in the preschool classroom that can be used in creating:

   (1) A family setting.

   (2) A community setting.

7. What media equipment can you collect from outside sources to supplement the materials and equipment available in the classroom to provide social studies experiences?